



**THE USE OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH FOR
YOUNG LEARNERS BY THE TEACHER
(Case Study in MI MIFTAHUL ISLAMIYAH Jimbaran Kayen Pati in
2017/2018 Academic Year)**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2018**



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MOTTO AND DEDICATION

MOTTO:

- My parents are everything.
- Keep calm and sincere



DEDICATION:

- ❖ My Beloved parents
- ❖ My Beloved Sister
- ❖ All my Friends
- ❖ Muria Kudus University

APPROVAL OF SKRIPSI ADVISORS

This is to certify that the Skripsi of Imam Habibi 2013.32.127 has been approved by the skripsi advisors for further approval by the Examining committee.

Kudus, 21 February 2018

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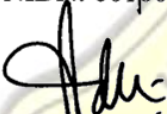
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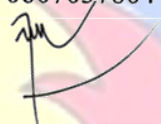
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The writer hopes that it will be useful for those especially who are in the field of education.

Kudus, 21 February 2018

Imam Habibi

201332127

ABSTRACT

Habibi, Imam. 2018. *The Use of Instructional Media in Teaching English for Young Learners by The Teacher (Case study in MI Miftahul Islamiyah Jimbaran Kayen Pati in 2017/2018 Academic Year)*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Nuraeningsih, S.Pd, M.Pd. (2) Agung Dwi Nurcahyo, SS, M.Pd.

Key words: Young Learner, Instructional Media,

In teaching English to elementary school, teachers deal that young learners are different from adult learners'. Young learner tend to be active and enjoy with attractive learning proses in a class. The teachers could use instructional media to make their students have interest in teaching and learning process. The importance of using media is considered to enhance the quality of learning. Using appropriate media is needed to help and involve the students actively to acquire new concepts, ideas, skills and language competence. The teachers should be able to use instructional media to create effective learning and increase the students' motivation to learn. In teaching, the teachers may implement different instructional media and it depends on the learning materials. The teachers implement instructional media appropriate and related with the learning materials in order to make the learning material can be received well by the students and make easier the students' understanding in learning process.

The objective of this research: (i) to find out kinds of instructional media used by the teacher (ii) to describe the use of instructional media in teaching English for young learner by the teacher (iii) to find out the problems are faced by the teacher in using instructional media in teaching English for young learner.

This is a descriptive qualitative research. The data of this research is instructional media used by English teachers. The data source is the teacher in teaching English at the fifth grade of MI Miftahul Islamiyah Jimbaran Kayen Pati. It is conducted in two meetings.

To analyze the data, the writer transcribes to identify kinds of instructional media and the problems in selecting and using instructional media, describe the implementation of instructional media, and make the conclusion. The result of this research shows that kinds of instructional media that is are used by the teachers are real object, book, students' worksheet, picture, and board. In the implementation of instructional media, the teacher used printed text or worksheet and real object as the apperception. In whilst teaching, board and printed text or pictures were as media to explain the material and give assignment.

At the end of this research, the writer suggests that the teacher should need more time in preparing instructional media before teaching in order to have instructional media more optimal and effective. The teacher is expected to use creatively instructional media in order to build meaningful teaching and learning process.

ABSTRAK

Habibi, Imam.2018. *Penggunaan Media Pembelajaran pada Pengajaran Bahasa Inggris untuk Pelajar Usia Muda oleh Guru (Studi Kasus di MI Miftahul Islamiyah Jimbaran Kayen Pati pada Tahun Ajaran 2017/2018)*. Skripsi. Pendidikan bahasa inggris, fakultas keguruan dan ilmu pendidikan, universitas muria kudus. Pembimbing: (1) Nuraeningsih, S.Pd, M.Pd. (2) Agung Dwi Nurcahyo, SS, M.Pd.

Kata Kunci: pelajar usia muda, Media Pembelajaran,

Pada pengajaran bahasa inggris untuk tingkatan sekolah dasar, guru sependapat bahwa pelajar usia muda berbeda dengan pelajar dewasa. Pelajar usia muda cenderung lebih aktif dan menikmati dengan proses belajar yang menarik dikelas. Yang terpenting dari penggunaan media adalah untuk meningkatkan kualitas belajar. Menggunakan media yang tepat diperlukan untuk membantu dan melibatkan siswa secara aktif untuk memperoleh konsep, gagasan, keterampilan, dan kompetensi bahasa baru. Guru harus bisa menggunakan media pembelajaran untuk menciptakan pembelajaran yang efektif dan meningkatkan motivasi belajar siswa. Dalam mengajar, para guru dapat menerapkan media pembelajaran yang berbeda dan itu tergantung pada materi pembelajaran. Guru menerapkan media pembelajaran yang tepat dan berhubungan dengan materi pembelajaran agar materi pembelajaran dapat diterima dengan baik oleh siswa dan memudahkan pemahaman siswa dalam proses pembelajaran.

Tujuan dari penelitian ini: (i) untuk mengetahui jenis media pembelajaran yang digunakan oleh guru (ii) untuk mendeskripsikan penggunaan media pembelajaran dalam pengajaran bahasa Inggris bagi pelajar muda oleh guru (iii) untuk mengetahui permasalahan yang dihadapi oleh guru. Guru dalam menggunakan media pembelajaran dalam mengajar bahasa Inggris untuk pelajar muda.

Ini adalah penelitian kualitatif deskriptif. Data penelitian ini adalah media pembelajaran yang digunakan oleh guru bahasa Inggris. Sumber data adalah guru dalam mengajar bahasa Inggris di kelas lima MI Miftahul Islamiyah Jimbaran Kayen Pati. Hal ini dilakukan dalam dua pertemuan.

Untuk menganalisa data, penulis mentranskripsikan jenis media pembelajaran dan permasalahan dalam pemilihan dan penggunaan media pembelajaran, menggambarkan implementasi media pembelajaran, dan membuat kesimpulan. Hasil penelitian ini menunjukkan bahwa jenis media pembelajaran yang pernah digunakan oleh guru adalah objek nyata, buku, lembar kerja siswa, gambar, dan papan tulis. Dalam pelaksanaan media pembelajaran, guru menggunakan teks tercetak atau lembar kerja dan benda nyata sebagai apersepsi. Pada saat mengajar, papan tulis dan teks cetak atau gambar adalah sebagai media untuk menjelaskan materi dan memberikan tugas.

Pada akhir penelitian ini, penulis menyarankan agar guru membutuhkan lebih banyak waktu dalam mempersiapkan media pembelajaran sebelum mengajar agar penggunaan media pembelajaran lebih optimal dan tepat. Guru diharapkan dapat menggunakan media pembelajaran kreatif untuk membangun proses belajar mengajar yang bermakna.

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